DOCUMENT RESUME

ED 291 915 CE 049 756

TITLE Curriculum for Bilingual Vocational Training Project. May 1986 to October 31, 1987.
INSTITUTION Arlington County Public Schools, VA. Employment Training Center.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE 31 Oct 87
GRANT G008620035
NOTE 56p.; For related documents, see CE 049 757-758.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Basic Education; Basic Skills; Bilingual Education; Building Trades; Clerical Occupations; Competency Based Education; Cooks; *Course Content; Educational Resources; *Employment Potential; Instructional Materials; *Job Skills; Printing; *Second Language Instruction; Skill Development; Spanish Speaking; Student Evaluation; Teaching Methods; Vietnamese; *Vocational English (Second Language)

ABSTRACT

This document describes a project that provided vocational skills and job-specific English-as-a-second-language (ESL) training to Spanish- and Vietnamese-speaking adults in Arlington, Virginia. The four skills areas were clerical, building trades, commercial cooking, and printing occupations. Instruction was based on specific, clearly stated competencies or tasks that described precisely what trainees needed to master in order to be employed. Job-related English instruction was based on communication skills essential to successful job performance in an English-language work environment. The curriculum package's introduction includes lists of competencies and information about instructional procedures, recruitment and referral practices, intake and assessment procedures, support and ancillary services, and job development and placement services and activities. The package also includes detailed course descriptions and sample joint lesson plans for the three courses (vocational, English, and employability skills.) Other sections of the package include a description of the method of instruction; a list of instructional materials, references and resources; and a description of the trainee evaluation process. (KC)

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CURRICULUM

for

BILINGUAL VOCATIONAL TRAINING PROJECT

GRANT NUMBER: G008620035
PROJECT NUMBER: 077AH60044

May 1986 to October 31, 1987

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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CE049756

ARLINGTON COUNTY PUBLIC SCHOOLS
EMPLOYMENT TRAINING CENTER
816 South Walter Reed Dr.
Arlington, Va. 22204

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Arlington County Public Schools

Title: Arlington County BVT Project

Language groups served: Vietnamese and Spanish

Occupational areas: Building trades, clerical, food service, printing trades

Length of training: 21 - 32 weeks

Number of training cycles: 3

Weekly hours of vocational training: 15

Weekly hours of ESL training: 15

Hours of job counseling: 32

Grant award amount: $256,205

Number of trainees: 80

Approximate cost per trainee: $3,281

Stipends: For transportation, only as needed

Additional funding sources: JTPA, TA, CD (HUD), tuitions, County funding, Public School in-kind contributions

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Project Director: Ruth Petkoff

Address: Employment Training Center
816 S. Walter Reed Drive
Arlington, Virginia 22204

Phone: (703) 486-2777

Project runs until October 31, 1987

G0086 20035

EMPLOYMENT
TRAINING
CENTER

703-486-2777

ARLINGTON PUBLIC SCHOOLS
816 S. WALTER REED DRIVE
ARLINGTON, VA. 22204

ACKNOWLEDGEMENT

The following people deserve recognition for their assistance in the completion of this package:
Lead teachers, Mary Ellen Mahler and Norma Travis in Clerical Occupations; Mark Waszczak in Building Trades; Forest Lavelle in Printing Occupations; Mary Hinse in Commercial Foods and all the bilingual aides.

Job developers and bilingual counselors, Thanh Nguyen, Eunice Santiago, and Kaila Smith provided information on job development activities and Judy Vito contributed expertise on assessment procedures. Pat Horner provided support and encouragement throughout the project.

Mary Alice Vogt, who coordinated the bilingual staff, served in an overall consultant capacity and made valuable suggestions and contributions.

Hamida Naim deserves special recognition. She was responsible for typing, revising and collating the curriculum package, but was also required to perform all her other duties while this report was being prepared.

Dr. Ruth Petkoff
Project Director

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BILINGUAL VOCATIONAL TRAINING PROGRAM CURRICULUM

I. INTRODUCTION

The Bilingual Vocational Training (BVT) project offered by the Employment Training Center provides job skills training to adults who because of their limited English language proficiency are unable to benefit fully from vocational instruction provided only in the English language. Arlington County is located in the Northern Virginia area adjacent to Washington, D.C. While there is no comprehensive data published on the number of LEP adults in the County, extrapolations based on national data indicate that as high as 30% or more of foreign-born adults in the County are LEP persons. Surveys of LEP adults in the County show that unemployment continues to be a major problem. This population's unemployment is attributed to lack of English proficiency, lack of job skills, the need for child care and the lack of appropriate transportation. The purpose of the program is to provide job skills training bilingually to unemployed and underemployed limited English ability adults. Bilingual Vocational Training (BVT) is a transitional educational approach which initially uses the native language of the trainee to teach complex conceptual subject matter, concomitantly developing the trainee's ability to use and understand job related English. By definition, bilingual vocational training means instructing limited English speakers in both the language of the learner and English. The BVT methodology evolved when it became obvious that jobs were not available to the limited English proficient (LEP) adult unless they had job skills and were reasonably proficient in English. However, job training programs were not open to limited English speakers because they could not understand instruction provided only in English. Learning English prior to enrolling in skills training was a long, slow process. The solution, of course, is a vocational training program using the bilingual methodology which fuses vocational training and job specific English as a second language. While trainees enter the program as limited English speakers, they leave with sufficient occupational and verbal skills to be employed in an English speaking work environment. Skills training, along with job-related ESL instruction, is conducted for LEP adults in four skill training areas: clerical occupations, building trades, printing occupations, and food services. Completion of training is based on mastery of required competencies.

Instructional Procedures

Instruction is based on specific, clearly stated competencies or tasks which describe precisely what trainees need to master in order to be employed (see attachment). Job related English instruction is based on communication skills essential to successful job performance in an English language work environment.

Recruitment/Referrals

The Employment Training Center has been serving minority language groups since 1968. Thus, the staff is experienced in meeting the special needs of the LEP adult population. Recruitment for the program is an ongoing activity. The Employment Training Center has a long standing reputation of service to unemployed adults. Contacts and networks have been established over a 19-year period.

Referrals of potential trainees to the Employment Training Center are made by community based refugee group organizations, the Refugee Education and Employment Program, the local Arlington County Central Entry for Refugees, community-based organizations, and the County public employment and assistance agencies. Announcements about program offerings and the eligibility requirements for enrollment are made through public service announcements (i.e., Radio Mundo, the Spanish radio station serving the Washington, D.C. area). Promotional material is periodically sent to appropriate community organizations and public service agencies. Fliers in English, Spanish, and Vietnamese are also posted and distributed in the areas where people are most likely to see them (shopping areas, libraries, schools, bulletin boards).

Intake/Assessment Procedures

The Intake/Assessment Team uses a comprehensive system for assessing trainees' aptitudes, skills, English language proficiency, and career interests. Depending upon the occupational field in which potential trainees are interested, a variety of instruments are used for the purpose of collecting data. These instruments can be classified into three categories (a) Academic Tests; (b) Work Sample Tests; (c) A Work Behavior Rating Instrument. The test used to measure academic ability is the Tests for Adult Basic Education (TABE) 1976, Edition. The TABE are pencil and paper tests comprised of separate tests in the basic skills of reading, mathematics, and language.

CERTIFICATE OF COMPETENCY

Program: Printing

Date: _____

Trainee Name: _____

_____ has demonstrated competency in the following:

Preparing Layouts/Designs	_____
Preparing & Composing Copy	_____
Using the Folder	_____
Using the Cutter	_____
Using the G.B.C. Spiral Punch and Binder	_____
Using the Paper Drill	_____
Using the Collator	_____
Using the Stitcher	_____
Writing a Job Order	_____
Using the Press	_____
Using the Process Camera	_____
Using Stripping/Image Assemby Techniques	_____

Instructor _____

CERTIFICATE OF COMPETENCY

Program: Commercial Food Services

Date: _____

Trainee Name: _____

_____ has demonstrated competency in the following:

Understanding Safety Procedures _____

Understanding Sanitation _____

Basic Food Preparation _____

Basic Baking _____

Instructor _____

CERTIFICATE OF COMPETENCY

Program: Clerical

Date: _____

_____ has demonstrated competency in the following:

Secretarial Procedures _____

Typewriting (25 WPM) _____

Filing _____

General Record Keeping _____

Business English _____

Word Processing _____

Instructor _____

CERTIFICATE OF COMPETENCY

Program: Building Trades

Date: _____

Trainee Name: _____

_____ has demonstrated competency in the following:

Basic Prerequisites _____

Plumbing Skills _____

Electrical Skills _____

Carpentry Skills _____

Glazing Skills _____

Painting Maintenance _____

Plastering/Drywall Maintenance _____

Instructor _____

For applicants whose English comprehension is too low for the TABE, the BEST (Basic English Skills Test) and/or the Ilyin or CELT (Comprehensive English Language Test for Speakers of English as a Second Language) test is administered. All of the test results, plus a personal interview with prospective trainees, are used as the basis for developing an Employability Development Plan for each trainee.

Support and Ancillary Services

Unique differences exist between traditional vocational training programs and BVT programs. These differences are in the area of instructional methods, intake and assessment, program structure and measures of achievement. Most important is the various support and ancillary services provided to the trainees. Experiences have taught us that even after skill training is provided to the LEP adult, their chances for employment are often hampered by other problems. These barriers to employment require additional services in order to enable them to successfully complete the program. These services may include one or more of the following: (1) counseling; (2) orientation; (3) remedial education; (4) transportation; (5) child care; (6) physical health; (7) legal aid; (8) referral to community resources. All of these services combine to provide material and mental support to the trainees during their transition from the role of the unemployed to the economic security of gainful employment.

Job Development and Placement Services

Job Development and Placement services are a series of integrated activities and strategies designed to sell the talents or skills of a particular client to an appropriate employer. It is a task which requires various levels of expertise, intra-organizational cooperation, and coordination of activities. Many people have the image of a single job developer who recruits jobs rather than that of a job development team which combines expertise in different roles to remove barriers to employment for the hard-to-employ refugee. In the team approach to job development, the emphasis is placed on providing the necessary services to both the client and the employer in order to equalize the employment situation.

Job Development Activities

There are specific activities and skills necessary for an effective job development and placement unit. The following chart delineates them.

Activity	Skills
Placement .Analysis of local market patterns. .Job vacancy patterns. .Analysis of job related community resources.	Specialized knowledge of how to do labor market, community and industry research. knowledge of community attitudes, resources and influence patterns.
Job Solicitation	Knowledge for specialized field. knowledge of corporate structure.
Persuasion of Employer	Ability to convince, salesmanship--public relations.
Placement .Matching client with job. .Supporting client in employment procedures. .Reducing barriers to employment.	Familiarity with occupation, knowledge of client characteristics, understanding, and expectation. Familiarity with employment procedures (i.e., testing, transportation, child care).
Postplacement .Supportive services for retention of employee. .Supportive services to management personnel. .Follow-up information and feedback.	Counseling and human relations. Mediating skills and management education skills information and statistical.

The job development coordinator is responsible for all activities that involve working with public and private organizations and businesses to develop job opportunities for the BVT applicant. These activities are designed to locate job openings and to create a climate in the company, union, or industrial

establishment which is hospitable to the employment of limited English speakers. Over the years, a strong, positive rapport has developed between the Employment Training job development personnel and the business community. Persistent and increased job development efforts will result in opening doors to limited English speakers as the job developers act as advocates for the trainees. In addition, the Bilingual Vocational Grant Project provides the Employment Training Center with the services of bilingual aide/job developers who are essential members of the job development team. They provide a valuable source of information concerning job opportunities in the local ethnic working community.

Job Placement Activities

While the job development coordinator has primary responsibility for employer contact, the job placement coordinator is responsible for all client centered activities.

At the Employment Training Center, employment counseling of trainees is an ongoing activity shared by key members of the Employability Team. During the intake process, an Employability Plan is prepared for each applicant. Because trainees may encounter other obstacles in addition to their limited English language proficiencies, staff members periodically meet individually with trainees and meet jointly as an instructional team to discuss trainee potential. Primary responsibility for employment counseling is assigned to the job readiness coordinator who works with the applicant in group situations when appropriate and on an individual basis when required. Assistance is devoted to providing employability instruction on topics such as employment policies, general expectations of supervisors and co-workers, how to fill out employment applications and other forms, how to identify and apply for jobs, how to behave during a job interview, and follow-up on a job interview. With job placement personnel, job developers, bilingual aides, and counselors working together for the benefit of the BVT applicant, an "employability team concept" for Job Development and Placement results in providing job opportunities to the fullest extent possible.

The Bilingual Aides/Counselors are instrumental in providing the full-range of services to the LEP trainees. As training progresses and as the trainees have fewer needs in the classroom for translation/ interpretation. the Bilingual Aides/Counselors become more involved in providing employment instruction. Together with the staff, they work with LEP trainees to achieve training related job placement. Once the LEP trainees have been placed in an appropriate job. the Bilingual Aides/Counselors also are responsible for conducting systematic follow-ups with former trainees to ensure that they are readily adapting to their employment environments and requirements. In addition, Job Development and Job Placement staff contact employers of the former trainees to assess trainee performances and the training provided by the BVT project.

II. CURRICULUM MODIFICATIONS

The Employment Training Center's (ETC) competency based vocational training programs are based on Virginia's CBE standards.

In 1982, the Employment Training Center began modifying its curriculum in accordance with the Virginia Department of Education's guide for implementing competency based education. For one week each summer of 1983, 1984, and 1985, the entire instructional staff attended in-service training sessions at Virginia Polytechnic Institute and State University on implementing CBE in the classroom. By June of 1985, all training areas were in compliance with CBE requirements.

The standards for CBE in Virginia are as follows: 1) role-relevant competencies that include standards which are identified and stated; 2) competencies are specified to students prior to training; 3) criterion-referenced measures are used to measure achievement of competencies; 4) a system exists for documenting the competencies; and achieved by each student.

Competency based instruction is especially suited to meeting the needs of trainees who are performing at varying skill and language levels--speaking, listening, reading, computing, and writing--in English and in their native language. Competency based instruction is an individualized approach to mastering specific tasks or competencies. Trainees work on specific job tasks on their own, in pairs, or in small groups depending upon what they need to learn.

The vocational and technical curriculum does not operate in a vacuum. It is constantly being validated to determine if the competencies identified are current and relevant for a given occupation in the local areas. Advisory committees, composed of employers from the community, are used to verify or modify competencies. Feedback from the job developers who are in contact with local employers on a day-to-day basis provides the curriculum supervisor and the skills instructors with state-of-the-art information in the rapidly changing nature of employment needs. If the students are to be properly prepared for employment, curricular focus must be one of practicality.

III. COURSE DESCRIPTION

A. VOCATIONAL SKILLS

1. Clerical Course Outline

Secretarial Procedures

- Greet visitors in a businesslike manner and direct people to proper offices.
- Schedule and confirm appointments.
- Use basic telephone information such as types of service, time zones, types or equipment, and directories to place calls properly.
- Demonstrate correct procedures for answering incoming calls promptly and properly. Take messages and terminate calls in an appropriate manner.
- Proofread and edit all business correspondence with 100% accuracy using various proofreading techniques.

Typewriting

- Master keyboard and production.
- Develop speed and accuracy on timed writings and production typing.
- Type minimum 40 per minute with 3 errors.
- Type tables and statistical copy utilizing correct format.
- Type business correspondence utilizing a variety of styles.
- Type manuscript, reports and forms typing with columnar headings, where needed.
- Type examples of rules regarding English grammar, punctuation, numbers, and capitalization.
- Simulate typing experience.
- File personal business names on card files alphabetically and numerically.
- Use miniature alphabetic correspondence: file and retrieve the correspondence from the file with 90% accuracy.
- Use a practice numeric file: file cards containing account numbers in proper numeric sequence utilizing both consecutive and terminal digit methods with 100% accuracy.
- Use a miniature subject correspondence file: file and retrieve the correspondence by subject with 90% accuracy.

General Record Keeping

- Define banking terms.
- Prepare deposit slips, checks, and check stubs.
- Identify and prepare different types of check endorsements.
- Prepare a bank reconciliation statement.
- Prepare sales slips and receipts.
- Prepare a cash drawer and proof of cash.
- Prepare checks and record check payments for a business in a check register.
- Record receipts and payments in a classified cash book; pencilfoot and prove a classified cash book.
- Prepare sales slips and credit memorandums, post to accounts. Prepare a purchase requisition, purchase order, and receiving report.
- Compute regular and overtime earnings.
- Prepare a payroll register; write payroll checks.

Business English

- Review English grammar, punctuation, capitalization, and numbers with selected exercises.
- Review spelling rules and complete practice exercises on synonyms, antonyms, homonyms.
- Review hyphenation rules.
- Improve proofreading techniques with selected drills utilizing proofreader's symbols on editing business documents.
- Compose short business letters with organization of ideas and paragraphs in a logical manner.

Word Processing

- Perform basic Displaywriter functions and operations.
- Create, revise, edit, and print documents of one-page, and multipage document with envelopes.
- Create headers and footers for a document; repetitive letters and tables; superscrip/ subscript pagination operations on IBM.
- Perform basic Wang functions and operations including creating, revising, editing, moving, copying, dual column, merge, creating the headers/footers, hyphenation, pagination, print, store, and retrieve on the microcomputer.

JOINT LESSON PLAN

TASK PERFORMANCE OBJECTIVE: Learn to Type

Learn Home Row Typewriter Keys (Lesson 1 in South-Western Text)

STEPS AND TECHNICAL KNOWLEDGE	TECHNICAL TERMS	LANGUAGE FUNCTIONS	STRUCTURES
1. Turn on Machine	home key position	Pronounce technical terms	Verbs - Present
2. Insert paper	space bar	Understand terms orally	Past
3. Take proper position	carriage return	Use terms in statements	Present continuous
4. Locate key on machine	typing position	Ask simple questions	Future
5. Decide proper fingering	service	Make interrogative questions	Modals
6. Learn quick, sharp strike	letter keys	Explain how to prepare to type	Imperatives
7. Learn to return carriage	continuity		
8. Learn to use space bar	element carrier		Demonstratives
9. Practice each Home key	parallel		Sentence Word Order
10. Using text as guide	elevated		Questions Word Order
11.	carriage release		simple
12.	paper bail		interrogative
13.			Short answers
14.	guide		
15.	non-operator's side guide		

TOOLS AND MATERIALS

Textbook, Typing Station, Typing paper

BACKGROUND KNOWLEDGE

Turning on Machine, inserting paper

SAFETY

How to operate the machine

ATTITUDES

Willingness to follow instructions

LEARNING ACTIVITIES AND RESOURCES

Teacher demonstrates proper body and hand position for typing.
Teacher points out home row keys, space bar, return key, and other necessary parts of typewriter learned previously.
Using text as guide, student practices each new key in sequence.
Using text as guide, student practices simple words composed from home row keys
Student listens to the instructional cassettes in the language lab.
Student practices pronunciation on individual cassettes and corrects own pronunciation.
Student uses the recordings to reinforce and build up comprehension.

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2. Building Trades Course Outline

Basic Prerequisites
- . Safety factor identified.
- . Use of handtools.
- . Use of power tools.
- . Industrial terminology.
- . Industrial measurements.
- . Identifying building materials.

Plumbing Skills
- . Identify plumbing tools and materials.
- . Cutting and threading galvanized pipe.
- . Soldering and fitting copper pipe.
- . Cutting and cementing plastic pipe.
- . Identifying common drain system components.

Electrical Skills
- . Identify electrical tools.
- . Identify electrical materials.
- . Identify electrical cable.
- . Identify basic type of toggle switches and fittings.
- . Identify terms used to describe electrical circuits.
- . Electrical codes.
- . Apply safety practices.
- . Use an OHM meter.
- . Use circuit tester.
- . Wire various circuits from electrical diagrams

Carpentry Skills
- . Shop safety
  General shop hazards.
- . Dangerous Tools & Materials.
  Hand saws, chisels and files.
  Screwdrivers, wrenches and sheet metal.
  Grinders, routers, power saws and joiners.

- . Measuring
  Reading a tape measure.
  Related math for carpenters.
  Working with decimals.

. Building materials and supplies
  Selecting and identifying fasteners.
  Identifying actual sizes of milled lumber.
  Identifying rough hardware.
  Identifying finish hardware.

. Handtools
  Identifying names of handtools.
  Cutting lumber with a crosscut saw.
  Cutting lumber with a ripsaw.
  Chiseling.
  Using a screwdriver.
  Boring holes in wood.
  Cutting metal with a hacksaw.
  Cutting a hole with keyhole saw.
  Marking wood with marking gauge.
  Cutting a miter joint.
  Cutting molding with a coping saw.

. Portable power tools
  Identifying names of portable power tools.
  Learning how to use the circular saw.
  Learning how to use the jigsaw.
  Learning how to use sanders.
  Learning how to use the electric drill.
  Learning how to use the router.
  Drilling holes with electric drill.

Glazing Skills
. Identify various parts of wood and metal sashes.
. Identify various types of glass.
. Identify various types of glass substitutes.
. Measure and safely cut glass and glass substitutes.
. Identify and use various types of glazing materials.
. Identify and use various types of glazing tools.

Painting Maintenance

- Identify and apply the tools, materials and techniques used to prepare previously painted surfaces for painting.
- Apply safety procedures when working with ladder and scaffolds.
- Identify types of paint used to paint metal.
- Identify types of paint used on wood.
- Identify causes and cures for common types of paint failure.
- Estimate amount of paint needed.

Plastering and Drywall Maintenance

- Identify types of defects that occur in plaster board wall surfaces.
- Correctly mix and use patching plaster.
- Repair large hole in plaster board.
- Identify drywall and its uses.
- Identify drywall tools.
- Identify drywall materials.
- Install one inside corner, one outside corner and one ceiling section.
- Block and tape to painted finish.

JOINT LESSON PLAN

TASK Preparing to Paint a Room

PERFORMANCE OBJECTIVE Student will learn how to prepare room to be painted

STEPS AND TECHNICAL KNOWLEDGE	TECHNICAL TERMS	LANGUAGE FUNCTIONS	STRUCTURES
1. Check screw heads	switchplate cover	Give directions:	Imperatives
2. Select proper driver	outlet cover	Students need to comprehend teacher	
3. Loosen screws & remove covers	screwdriver	Students need to direct each other	Future with "going to" Question &
4. Place screws with covers in a safe place	masking tape		Answer forms
5. Tape hardware that will not be removed	hardware	Check on understanding	
6. Tape glass to protect from painting of wood surfaces	drop cloths		
7. Lay drop cloths			
8.			
9.			
10.			
11.	See attached vocabulary		
12.			

TOOLS AND MATERIALS

Screwdriver
masking tape

BACKGROUND KNOWLEDGE

Types of screw heads & types of tape

SAFETY

Electrical hazards of outlets

ATTITUDES

Careful, patient, and neat

LEARNING ACTIVITIES AND RESOURCES

Classroom is prepared for painting by the students.
Outlet covers are removed.
Switchplate covers are removed.
Hardware subject to being damaged by paint will be covered with masking tape.
Glass surfaces will be protected by the application of masking tape along the edges of surfaces to be painted.
Drop cloths will be put in place.

PAINTING TERMS

TOOLS

-Roller arm	*tay cầm của ru lô.
-Roller pan	*chậu đựng sơn.
-Roller pad	*phần ru lô để tham sơn.
-Nap	*miếng, lớp bông thấm sơn.
-Brush	*cái cọ sơn.
-Bristle	*phần lông của cọ sơn.
-Drop cloth	*miếng vải lớn trải trên sàn. để sơn khỏi rớt xuống sàn.
-Caulking gun	*dụng cụ giống cây súng dùng để ép keo ra.
-Putty knife	*dụng cụ để trám vết nứt, lỗ đinh
-Scraper	*cái để cạo sơn.
-Rag	*giẻ rách, giẻ lau.
-Heat gun	*để làm tróc sơn bằng hơi nóng nóng.
-Dry wall compound	*chất bột sệt trắng để trám lỗ đinh vết nứt.
-Caulk	*chất dẻo silicon dùng để trám các kẽ và lỗ.
-Step ladder	*thang xếp.
-Wire brush	*bàn chải sắt.
-Sanding block	*cái để gắn giấy nhám vào.
-Extension handle	*cây để nối dài thêm.
-Turpentine	*chất để chùi sạch sơn dầu.
-Slim jim	*cái ru lô loại nhỏ.

Latex paint	*Sơn nước
Oil based paint	*sơn dầu
Water soluble	*có thể rửa bằng nước
Synthetic : artificial	*nhân tạo

IDIOMS

Touch up	*xem lại coi có sót chỗ nào chưa sơn không
Patch the holes	*bít mấy cái lỗ lại
Wipe down	*quét xuống
Just the corner	*chỉ ở góc này thôi
Blend in	*sơn đều chỗ giáp mí
Cutting in	*sơn các góc cạnh
Painting the trim	*sơn viền cửa, ổ điện
Criss-cross	*sơn ngang và dọc
Spread evenly	*sơn đều tay
Grit	*đơn vị đo độ nhám
80 grit (nhám) → 220 grit (min)	
Sloppy : messy	*dơ, bẩy hẩy, bừa bãi
Spill	*làm đổ
Drip	*rỏi nhỏ giọt

3. Commercial Cooking Course Outline

Understanding Safety Procedures
- . Create a safe environment.
- . Identify occupational safety hazards.
- . Identify ways to correct/eliminate existing hazards.
- . Identify food service personnel safety habits.
- . Follow fire safety procedures.
- . Classify types of fires.
- . Report fires.

Understanding Sanitation
- . Identify food handling techniques.
- . Clean and sanitize work and storage area.
- . Practice housekeeping procedures.
- . Perform laundry procedures.

Basic Food Preparation
- . Cut with and maintain hand cutlery.
- . Prepare fresh vegetables.
- . Prepare frozen vegetables.
- . Prepare salads.
- . Prepare sandwiches.
- . Prepare farinaceous products.
- . Prepare soups.
- . Prepare sauces.

Basic Baking
- . Prepare cakes.
- . Prepare icings.
- . Prepare cookies.
- . Prepare pies.
- . Prepare toppings and fillings.

JOINT LESSON PLAN

TASK Prepare soup

PERFORMANCE OBJECTIVE The student will be able to use a recipe, utensils and follow directions in order to prepare minestrone soup

STEPS AND TECHNICAL KNOWLEDGE	TECHNICAL TERMS	LANGUAGE FUNCTIONS	STRUCTURES
1. See attached recipe and 2. work sheet 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.	Seal Boiling Stockpot Gallon Chopped Frozen Crushed Minced Tbl. Package	Acquisition of information necessary to perform the task (produce the food according to the recipe with success. Naming of items Explaining (more advanced) ENGLISH - explanation (as needed) of vocabulary items. Students can read recipe aloud and tell about it.	Imperatives verb forms Seal Cool Put Refrigerate Cook Add Bring to a boil Verb forms Past Future ENGLISH - oral practice of vocabulary items. Writing of same.

TOOLS AND MATERIALS

Potato peeler, knives - chef's and paring, stockpot, scale, stove, measuring spoons

BACKGROUND KNOWLEDGE

Recognition of ingredients and technical terms, use of knives

SAFETY

Proper use of implements & appliances

ATTITUDES

Willingness to work as part of a team
Willingness to ask for help when appropriate

LEARNING ACTIVITIES AND RESOURCES

- The teacher will demonstrate any techniques that are unknown to the student, such as proper use of knives.
- The teacher and aide will be available to direct cooking activities and answer any question.
- The Student will work from a printed recipe.
- The student will receive feedback on the quality of the prepared product from the teacher.

STEPS AND TECHNICAL KNOWLEDGE

1. Soak 2 lb. of navy beans overnight in boiling water.
2. The next morning put the following ingredients in a large stockpot:

    Soaked beans
    2½ gallons water
    1 cup beef base
    4 cups chopped carrots
    1 package frozen peas
    1 package frozen green beans
    1 can of tomatoes, crushed
    1 lb. elbow macaroni
    1 tbl. salt
    1 tbl. basil
    1 tbl. parsley
    4 gloves of garlic, minced
    ½ package frozen spinach
    1 tbl. oregano

3. Bring these ingredients to boil and cook until the macaroni and carrots all tender. (About ½ an hour)
4. Cool and refrigerate for use the next day.

TASK: MINESTRONE SOUP

COMPETENCIES:

INGREDIENTS:

2 lb. navy beans (soaked overnight in boiled water)
2 and 1/2 gallons water
1 cup beef base
4 cups chopped carrots
1 package frozen peas
1 package frozen green beans
1 can tomatoes, crushed
1 lb. elbow macaroni
1 tbl. salt
1 tbl. basil
1 tbl. parsley
4 cloves of garlic, minced
½ package frozen spinach
1 tbl. oregano

PROCEDURE:

Put all the ingredients into a stockpot and cook until the carrots and macaroni are tender (about half an hour). Cool and refrigerate for use the next day.

Student _____

4. Printing Course Outline

Preparing Layouts and Designs
- . Describe layout area.
- . Identify layout and design instruments.
- . Identify principles of design.
- . Prepare thumbnails and rough layouts.
- . Scale and crop with proportional wheel.
- . Use metric, English and printer's measurements.

Preparing and Composing Copy
- . Prepare simple color paste-ups.
- . Prepare paste-ups for tone and halftone combinations.
- . Paste-up eight page (or more) signature.
- . Make a dummy.

Using the Folder
- . Identify parts and their use.
- . Compute the measurement for desired fold(s).
- . Set-up of the fold plate stops for the proper fold.
- . Set the pressure controls for proper feeding.
- . Set the micrometer adjustments for straightness of fold.
- . Set folder for parallel fold.
- . Set folder for right angle fold.

Using the Cutter
- . Identify parts and their use.
- . Make paper calculations
- . Make calculations using straight cuts.
- . Make calculations using combination/ cross grain cuts.
- . Develop a cut sheet from given specifications.
- . Cut unprinted paper to proper dimensions.
- . Cut pre-printed paper to proper trim size.
- . Trim booklets on three sides.

Using the G.B.C. Spiral Punch and Binder
- . Identify parts and their use.
- . Set the punch for proper number of holes and positioning.
- . Punch a printed job.
- . Select the proper size plastic binding.
- . Use the binding machine to bind a book.

Using the Paper Drill

.Identify parts and their use.
. Set up the drill stops for proper hole positions.
. Select the proper drill bit to give proper diameter.
. Set the back gauge for the proper depth the hole is from the edge of the sheet.
. Drill a job using the proper number of holes and positioning.

Using the Padding Machine

. Jog paper.
. Separate the paper with chipboard.
. Load the stock into the press and clamp into place.
. Trim padding edge of carbonless paper for proper padding.
. Brush on the proper padding compound.
. Break the padded job apart after padding cement is dry.

Using the Collator

. Organize the originals in proper order.
. Organize and check the printed sheets for proper loading.
. Load collator properly according to particular model's instructions.
. Collate a job to secure a correct finished product.

Using the Stitcher

. Determine the size of staple needed for particular job.
. Set up machine to give the desired position.
. Staple a job according to the specifications.
. Change wire to replenish stitcher.

Writing a Job Order

. Understand what needs to be done from information given on job order.
. Organize originals and identify position in job.

Using the Press

. Explain the theory of offset printing.
. Identify parts and their use on the press to be used.
. Ink up the press in preparation for particular plates to be used.

- Prepare fountain solution for particular plates to be used.
- Set up the feed section of the press to specified stock size.
- Set up the air and vacuum to insure single sheet feeding for various thicknesses of stock.
- Put the plate on the press.
- Set the printing unit for proper height of copy.
- Straighten plate to give straight image on paper.
- Balance ink and water for proper image transfer.
- Set up delivery end of press.
- Run black ink line copy job in register to originals or specifications.
- Select proper colored ink job register to specifications.
- Run colored ink line copy in register to originals or specifications.
- Clean press--using clean up mats and removing and cleaning rollers by hand.

Using the Process Camera

- Identify picture reproductions.
- Sort work to be photocopied into line copy, halftone copy, and color copy.
- Identify equipment used in the process darkroom.
- Learn the parts of the process camera.
- Identify light sensitive photographic material.

Using Stripping and Image Assembly Techniques

- Identify equipment and supplies used in stripping.
- Define the purpose of a flat.
- Strip line negatives.
- Open all areas of material to be printed.
- Scribe negatives.
- Opaque negative imperfections.
- Use step and repeat techniques.
- Strip special impositions (work and turn or work and tumble).
- Inspect finished flat for accuracy.
- Check flats for imperfections, scratches, blocked images and imposition.
- Use metric, English and printer's units of measure.
- Burn the proper plate.
- Develop the plate for use on the press.

JOINT LESSON PLAN

TASK Running the Collator

PERFORMANCE OBJECTIVE Run a collating job in accordance with the customer's specifications

STEPS AND TECHNICAL KNOWLEDGE	TECHNICAL TERMS		LANGUAGE FUNCTIONS	STRUCTURES
1. See attached sheet	collating	lip of bin	Pronounce vocabulary	Connectors, first, then, next, after, afterwards
2.	originals	bin level	Read for comprehension	All verb tenses
3.	job order	sheet separator	Understand new vocabulary	Modals
4.	load	bar	Understand each step in the collation	Passive voice
5.	accuracy	row of buttons	Give definitions of vocabulary	Simple questions
6.	specifications	micrometer	Explain each step in the collation	Interrogative questions
7.	per revolution	counter		Singulars & plurals
8.	bins	doubles/miss detects		
9.	single-sided			
10.	backed up	appropriate		
11.	stitcher	overage		
12.	blank			
13.	jog			
14.	guide			
15.	non-operator s side guide			

TOOLS AND MATERIALS

Collator
Printed job
Job orders
Originals

BACKGROUND KNOWLEDGE

Safety procedures

SAFETY

How to operate the machine

ATTITUDES

Willingness to work
Interest
Attention to detail

LEARNING ACTIVITIES AND RESOURCES

Practice vocabulary in language lab. Correct mistakes.
Use hand-outs to practice pronunciation.
Use hand-outs as a guide to learning the steps in collating.
View instructor's video on running a collator.

Steps and technical knowledge involved in collating:

1. Read job order and identify:
    a. When job is due
    b. How many page in job
    c. Type of paper
    d. Type of Binding
    e. What other work needs to be done after collating
2. Organizing Originals in order
3. Putting printed job in order and looking for press problems.
4. Planning how the machine will be loaded.
5. Loading the machine.
6. Setting up either the stitcher attachment or the stacker.
7. Programming the machine.
8. Running test collation and checking.
9. Having supervisor check job and machine set up.
10. Run job.
11. Clean up area after the job is finished and shut down machine.
12. Check with supervisor.

COLLATOR

Criterion Referenced Measure: Given a printed job, the originals and job order, the student will be able to load, set up the collator's program and the necessary attachments and run the.job with 100% accuracy. 100% accuracy means to have a properly loaded collation(s) in accordance with the customer's specifications and giving the correct number of units per revolution of the collator.

A. PLANNING

1. READ JOB ORDER AND IDENTIFY:
   - A. Number of pages (originals) in book
   - B. Printed single sided or backed up
   - C. Type and color of paper
   - D. Color (Colors) of ink
   - E. Special instructions from the customer
   - F. What remains to be done after the job is collated
   - G. When is the job due

2. FIGURING OUT HOW MANY BINS WILL BE NEEDED FOR ONE COLLATION
   - A. Compute the number of sheets in one collation
     1. If single-sided: the number of orginals will be the number of bins needed.
     2. If backed-up: the number of pages divided by two (2) will equal the number of bins needed
   - B. To the above number add:
     1. If you are using the stitcher you will need six (6) more bins that will be empty
     2. If you are using the stacker and jogger, you will need one (1) empty bin between collations
   - C. Take the total bins to be used in one collation and divide that number into fifty (50). That is the total number of collations that can be made in one (1) revolution of the collator
     1. If necessary take a blank piece of paper and write out 1 to 50. Next to each number write what page will be in that respective bin. If no page will be in that bin write blank for that bin. If you are going to jog or stitch in that bin, write that down also.

B. ORGANIZING ORIGINALS AND COPY

1. ORGANIZE ORIGINALS
   A. Put originals in order using PRINTER'S PAGING NUMBERS (different from customer"s numbers)
   B. Notice any problems with originals
      1. bad copy
      2. bad positioning
      3. printed material supplied by customer
      4. any instructions on the originals to be picked up by pressmen

2. ORGANIZE COPY
   A. Using the originals as a guide, put the printed pages in order on the organization table next to the collator
   B. Check the copy and pull the press mistakes
      1. bad printed copy
      2. bad or off positioning
      3. blanks
      4. obvious press mistakes

C. LOADING THE COLLATOR

1. BRING THE COLLATOR TO BIN 49 AND START LOADING
   A. The last page of the collation goes first (bin 49)
   B. Place the head (top) of the sheet to the bottom of the bin
   C. The front side of the sheet faces the front of the machine
   D. Jog the stack of pages square and get some air into the stack
   E. Draw the stack toward you and bring the non-operator's sideguide toward you so that the stack sits square against the operator's side
   F. Lower the bin level so that the sheets are just below the lip of the bin
   G. Put no more paper in the bin than will fit in front of sheet separator
   H. Refer to Section A (Planning), number 2, parts A, B, and C.

2. REPEAT THE ABOVE PROCESS FOR THE NEXT BIN AND SO ON

A. Only load bins where the hold down bar is drawn back
   1. those bins are the four or five bins closest to the grippers

B. After completing one collation jump the required number of empty bins and repeat

C. Repeat above process the number of times for one collation that will give the correct number of collations per revolution

D. PROGRAMMING THE MACHINE

1. IDENTIFYING LOADED AND EMPTY BINS:

A. This is the middle row of buttons (Blue)
   If the button is pushed in, the machine thinks that the corresponding bin is empty. Therefore, pull the blue buttons out for the bins that have paper in them.

2. IDENTIFYING JOG OR STITCH BINS:

A. This is the outer row of buttons (black)

B. If the button is pulled out the machine does not receive any command. Push the button in for the bin where you wish the machine to either jog or stitch in preparation for the next collation.

3. IDENTIFYING FOR EXTRA THICK PAPER:

A. This is the inner ring (red)

B. Push the buttons in for the bins where you may have cover stock or paper thicker than what the micrometer is set for. The machine will not read this bin as having delivered a double.

4. TURN THE DOUBLES/MISS DETECTOR ON

5. RUN ONE COMPLETE REVOLUTION OF THE MACHINE AND CHECK THE COLLATION(S)

A. When statisfied that the machine has been properly loaded have instructor or aide check. Bring one copy of each collation, the job order and the originals

B. When told to proceed: turn stitcher or jogger on, set your counter to zero and proceed wilth the job..

COLLATION

1. organization table: bàn dùng sắp đặt giấy theo số thứ tự
2. originals: bản mẫu, bản chánh
3. blanks: ngăn để trống
4. bad positioning: đặt không đúng vị trí
5. to load (collator): sắp giấy vào máy
6. to pull (a copy): kéo ra, rút ra (lấy ra một bản)
7. overage: nhiều quá
8. guarantee: bảo đảm
9. doubles: hai tờ liền nhau
10. Misses: thiếu, mất
11. bins: ngăn để giấy
12. stitcher: máy để đóng giấy thành tập. (staple)
13. stacker and jogger: đặt máy để không gắn móc sắt vào tập giấy. (jog) (to stack)
14. revolution: 1 vòng máy chạy
15. respective corresponding: đối xứng, xứng hợp
16. push in: ấn vào
    pull out: kéo ra
    turn on: chạy máy, vặn cho máy chạy
17. blue buttons: nút xanh
18. black buttons: nút đen
19. red buttons: nút đỏ
20. micrometer: bộ phận để điều chỉnh
21. detector: bộ phận để điều chỉnh không cho giấy ra 1 lúc 2 tờ
22. counter: máy tính
23. thicker: dầy hơn

Bit #	Job:	Bit #	
48		24	
48		23	
47		22	
46		21	
45		20	
44		19	
43		18	
42		17	
41		16	
40		15	
39		14	
38		13	
37		12	
36		11	
35		10	
34		9	
33		8	
32		7	
31		6	
30		5	
29		4	
28		3	
27		2	
26		1	
25		50	BlanK (Empty)
		16G	

Collation:

Bringing together individual pages to form a complete unit as per customer specifications and with 100% accuracy.

1. Read job order and identify

   A. Number of pages (originals) in book
   B. Printed single sided or backed up
   C. Type and color of paper
   D. Color (colors) of ink
   E. Special instructions from customer
   F. What remains to be done after collation
   G. When the job is due

2. Organize originals

   A. Put originals in order using printers' paging numbers (dffierent from customer's numbers)
   B. Notice problems in originals
      - bad copy
      - bad positioning
      - printed material that was provided by customer

3. Organize copy

   A. Using originals as guide put printed pages in order on organization table
   B. Check copies and pull press mistakes
      - bad copy
      - blanks
      - obvious press mistakes
   C. Load collator
      - check copy again as loading
      - be sure all pages are put in the same way

4. "Pull" one copy

   A. Check copy against originals
   B. If order is not correct -- correct the loaded page in the machine and run another copy
   C. Make sure the way the pages are collated by the machine is correct to the machine.

5. When satisfied that collation is correct have instructor or aide check.--Bring 1 correct copy, originals and job order

6. When given permission run the number of copies as required by the job order with appropriate overage to gaurantee required number of copies for delivery.

7. When completed -- check copies for doubles and misses

8. Move finished collation to the work tables.

B. ENGLISH SKILLS

Vocational English as a Second Language (VESL) emphasizes communication skills. It is job-related and the vocabulary is focused on the specific skill area. Comprehension and the ability to carry out directions are primary. Grammatical accuracy and clear pronunciation are essential for the clerical area, less so for the other skills. Language functions are taught through communication tasks. Adapting basic patterns to include expressions and vocabulary of each skill area is very important. A weekly assessment of progress through written tests and oral recitation marks the students' progress.

1. **Clerical English**
   - Level One - survival English, simple tenses, basic word order, dialogues, questions and answers, basic information.
   - Level Two - job attitudes, business communication.
   - Level Three - conversation, structuring original sentences, comprehension, grammar essentials, rapid drills, written exercises.
   - General - drills to improve comprehension, following directions, telephone techniques, job interviews, vocabulary--clerical related, especially typing terms essential for communication, spelling and punctuation, pronunciation and oral expression.

2. **Building Trades English**
   - Identify and name basic tools
   - Basic communication skills
   - Questions and answers
   - Related vocabulary for plumbing, electricity, carpentry.
   - Drills in simple tenses
   - Comprehension

3. **Printing English**
   - Identify and name machines and their parts
   - Vocabulary essential for bindery, camera, and press.
   - Basic grammar structures - conversation, comprehension.

4. Commercial Foods English
   . Vocabulary of kitchen tools - menu terms, dialogues related to food preparation, basic grammar structures, conversation, comprehension.

C. EMPLOYMENT SKILLS

1. Orientation
   . Understand goals and objectives.
   . Become acquainted with one another and share employment concerns.
   . Develop a productive and supportive atmosphere.
   . Focus on skills, interests and abilities.
   . Understand the importance of values and motivation in finding a job.

2. Filling Out Applications
   . Acquire a good understanding of vocabulary of application forms.
   . Test initial knowledge of applications.
   . Know your personal characteristics.
   . Fill out an information sheet legibly and correctly.
   . Obtain an application blank from an employer and complete it correctly.

3. Job Interviewing Skills
   . Test initial knowledge of interviewing.
   . Acquire an understanding of interviewing vocabulary.
   . View, understand, and discuss interviewing vocabulary.
   . Identify and respond to problem questions.
   . Understand the four stages of the interview.
   . Know what the interviewer is evaluating.
   . Practice interviewing techniques using role playing and videotaping.

4. Acquiring Job Search/Finding Skills
   - Acquire an understanding of vocabulary related to job finding.
   - Identify job information sources.
   - Locate places to work using the Yellow Pages.
   - Find want ads for which you qualify in classified section.
   - Practice interviewing techniques and get feed back.
   - Understand and use good telephone techniques.

5. Using Job Finding Skills
   - Call employers to identify employment opportunities.
   - Set up interviews successfully and do appropriate follow-up.
   - Keep a weekly log of job finding activities.
   - Obtain appropriate placement.

6. Keeping the Job
   - Know what the employer expects.
   - Develop a successful self-image.
   - Develop a good work attitude.
   - Acquire techniques to balance home, family, and the world of work.
   - Understand the importance of benefits.

IV. METHOD OF INSTRUCTION

A. SEQUENCE OF INSTRUCTION

The courses are offered in an open-entry/open-exit format with trainees operating at various stages of skill development at any given time. The classes function as much as possible like an actual work environment. Practical experiencies are provided as often as possible. The Food Service class operates an active cafeteria in the Adult Education building. The trainees prepare full luncheon menus as well as baking and selling cakes and cookies. The Printing Program provides printing services to the school system and other non-profit agencies by printing a variety of promotional flyers, brochures and booklets. Local agencies often request services from the Building Trades class and are charged on a cost recovery basis. Practice takes on new meaning when tasks being performed are actually producing items which are used. These projects contribute to a realistic atmosphere which makes training relevant. The primary emphasis during training is hands-on use of equipment versus theory. Special attention is paid to work habits such as attendance, punctuality, professional attitude and production levels. The training is individually oriented with each trainee progressing according to his/her own capabilities and is competency based. The flexibility of this type of program offers the trainee may options which are not available in conventional programs. Also, the content of the training is more relevant and realistic. In addition, it contributes to the positive motivation of the trainee in several ways. For example, being able to see just what the trainee needs to learn in order to qualify for employment in a particular job reduces the fear of the unknown and improves the trainee's motivation to learn these required tasks. When one job is mastered, and the trainee can readily see the few other tasks necessary to be learned to become employed in another job, the trainee may be more motivated to continue in the program in order to accomplish the traditional tasks.

Other advantages of the open-entry/open-exit, competency-based approach to trainees are as follows:

1. This training approach closes the gap between objectives of the program and the objectives which are more immediate and more realistic. The program trains people to perform effectively in existing and future job markets and to adjust to the ever changing environment and as a result is responsive to the immediate training needs of the individual and the business and industrial community.

2. This system uses methods that are individually prescribed and thus may meet the needs and learning styles of the individual student more effectively.

3. The curriculum is based on specific performance objectives rather than vague notions of objectives.

4. The tasks learned in the classroom relate directly to the requirements of the job for which training is provided.

5. The trainees work at their own pace, mastering one task before going on to the next level.

6. The trainees save time by not having to relearn certain knowledges or skills.

7. Boredom is reduced for quick-learning individuals.

8. Opportunities for employment come quickly upon completion of training since the curriculum is based on availability of jobs in the current job market.

9. Often, the trainee is afforded the opportunity to choose from a variety of learning activities.

10. Trainees are evaluated on actual performances.

11. Trainees are provided the opportunity to continue learning how to perform a task (perhaps using different learning activities or continuing practice) until they are competent.

12. Trainees learn self-motivation.

To implement this type of instructional method, a variety of resources, texts, and methodologies are utilized. This variety is necessary because of the varied background each traineee brings to the program. The classroom instructor has the responsibility to facilitate learning by providing each trainee with a variety of learning opportunties and activities which will enable them to demonstrate competence. Instead of every trainee doing the same thing at all times, each trainee has the opportunity to develop those skills which they are best able to demonstrate. This type of structure enables the individual to become technically competent in a number of "spin-off" jobs, thus increasing employment potential. Once vocational competencies are attained, the trainee's employment skill instruction is intensified.

The importance of employability training is that it recognizes that technical competence is not the only skill needed for employment. The provision of employability training enhances the trainee's ability to find, get, and keep a job to the fullest extent possible.

B. INSTRUCTIONAL METHODS AND STRATEGIES

The instructional techniques used by the Employment Training Center staff consists of individual, small group, and large group methods. The curriculum is individually-oriented and allows for self-pacing. Individuals are given a variety of projects to work on at their own pace. These techniques include the use of filmstrips and videotapes, work experience and tutorial software on personal computers.

Instructors use large group arrangements for lectures, demonstrations, field trips to visit businesses, and guest speakers (usually employers).

Small groups are used for problem solving, discussions and role playing. This format is used primarily for ESL and job search activities.

C. COORDINATION

The coordinator is the day-to-day organizer who unifies and directs the instructional team for the four skill areas: Building Trades, Clerical, Commercial Foods, and Printing. The Coordinator facilitates the integration of bilingualism into the multicultural employment training program and works to maintain the continuity of the instructional team approach.

The coordinator consults with the skill instructor, VESL teacher, and aides relative to instructional and counseling methods and materials. Each member of the instructional team keeps a notebook of observations on trainees and instruction, problems to be discussed, short-term and long-range goals. These observations are reviewed and discussed at a weekly meeting. This facilitates the development of appropriate lesson plans. Discussion of individual and group trainee progress is developed into a formal training plan.

The coordinator arranges the weekly schedules of the bilingual aides based on the needs assessment of the LEP trainees. The aides have been trained to work with all facets of the training process from intake through placement process. They are scheduled for outreach activities including recruitment and job development within their ethnic communities. They also work with individual staff members by providing translations for assessment and orientation services furnished to the LEP trainees. The aides thus become thoroughly familiar with the vocational aptitudes and interests, job skills, English language proficiency and employment preferences of the LEP trainees. The aides also identify barriers to employment which must be addressed in order to enable the LEP trainees to complete training and obtain full employment. This information is discussed with the coordinator at weekly meetings and then disseminated to other members of the employability team.

V. INSTRUCTIONAL MATERIAL

A. CLERICAL

1. Text/Materials
   - Century 21 Typewriting, 2nd Edition, South-Western Publishing Co., with accompanying recorded lesson tapes.
   - Gregg Quick Filing Practice, McGram-Hill Publishing Co.
   - Alphabetic Indexing Rules - Applications by Computer, South-Western Publishing Co.
   - Several supplementary typing drill and timed writing books - South-Western Publishing Co. and Gregg Publishing Co.

   Materials are requisitioned through the Arlington County School System.

2. Equipment
   - IBM, Royal, and Adler typewriters
   - Sanyo transcription machines
   - WANG OIS-50 Word Processing System
   - WANG PC computers
   - IBM PC computers with software for typing tutor and electronic filing
   - Kaypro PC
   - Royal 312PD adding machine/calculator

B. BUILDING TRADES

1. Text/Materials
   - Reader's Digest Complete Do I Yourself.
   - Modern Plumbing for Old and New Houses, Creative Homeowner Press.
   - Residential Wiring, American Technical Society.
   - Plumbing Installation and Design, ATS Publication.
   - Wiring Basic Repairs Advanced Projects, Creative Homeowner Press.

   All materials are adapted.

2. Equipment
   - Carpentry tools
   - Plumbing tools
   - Electrical tools
   - Building maintenance tools
   - Cassettes, film strips
   - VCR
   - Hands-on work stations

C. COMMERCIAL COOKING

1. Text/Materials
   - Curriculum devised by instructor-Recipes, production charts, student assignments, vocabulary list and quizzes, safety and sanitation training.
   - Master Commercial Cooking Book, prepared by instructor.

2. Equipment
   - Convection oven, standard ovens
   - Hobart mixer
   - Kitchen aid mixers
   - Slicer
   - Freezer and walk-in
   - Steam table
   - Utensils and dishes, serving pieces

This equipment was present in the physical plant. When we need to replace small items, we buy them with money generated through baked goods sales.

D. PRINTING

1. Text/Materials
   - Lithographer 3 and 2, Naval Education and Training Program Development Program
   - Graphic Arts and Photography
   - Individual modules on machines

Instructor creates and duplicates material for student use.

2. Equipment
   - J.F. single hole drill
   - J.B.C. punch binder
   - Bostitch #7 stitcher
   - 30 1/2" hydraulic cutter
   - 50 Bin Thomas Rotomatic
   - 20x26" 3 angle folder
   - 385 A.B. Dick
   - 1250 A.M.
   - 360 A.B. Dick
   - 3200-Ryoby with T.51
   - 3M-412 (onyx plates
   - Itek 175-electrostatic
   - Robertson 320
   - Pan development
   - Pulsed Xenon/Mercury
   - Vapor platemakers

E. VOCATIONAL ENGLISH AS A SECOND LANGUAGE

1. Text/Materials
   - IML Communication Skill Book, Beginning in English, Institute of Modern Languages.
   - Practical Conversation in English, Hall, Regents.
   - Points of Departure, Conversation in Conversation, Dobson and Sedwick, American Book Co.
   - Professional Careers, Conversation in English, Dobson and Sedwick, American Book Co.
   - A Career in the Modern Office, Morrison, McGraw Hill.
   - Mastering Grammar One & Two, Jo Kaufmann, Cambridge Review Series.
   - Mastering American English, Grant Taylor, McGraw Hill.
   - English Grammar Exercises, English Language Services, Collier MacMillan.
   - Contemporary Review Exercises, Crowell, Institute of Modern Languages.
   - 504 Absolutely Essential Words, Bromberg, Lieb, Traiger, Barron's Educational Series.
   - Mastering Spelling, Cambridge Review Series.
   - English That Works, ICB VESL, Scott, Foresman.
   - Flash cards.
   - News For You, New Readers Press.

2. Equipment
   - Language laboratory
   - Reel-to-reel and cassette, audio-active
   - Sounds and Syllables, Collier MacMillan
   - Stress and Intonation, Collier MacMillan
   - PD's, Trager/Henderson, English Language Services
   - PAL Drills in English, Stieglitz, Education Resources Corp
   - Oral Pattern Drills in Fundamental English, Dixon/Regents
   - Contemporary Spoken English, Institute of Modern Languages
   - Cotelevisions
   - Videos
   - Taperecorders
   - Video camera
   - Overhead projectors
   - Film strip projectors
   - 16 millimeter movie projector

V. TRAINEE EVALUATION

A. INTAKE ASSESSMENT PROCESS

The Intake/Assessment Procedure is described on page 2. The flow of client activities is: 1) the initial intake interview, 2) enrollment, as a BVT client, 3) formal assessment, 4) the evaluation session, 5) the counseling and feedback session, 6) the development of the individual Employability Development Plan to 7) enrollment into skill training to 8) job search and placement and to 9) follow up.

B. CLASSROOM PROCESS

In order to complete a training course at the Employment Training Center, each trainee must master a set of competencies established for specific types of work. Assessments of competency mastery are made by the vocational instructor. Periodic monitoring of trainee progress on a regular basis facilitates instruction by providing records of trainee performance. Bi-weekly trainee progress reports are prepared by each skill area instructor. Performance is graded for the following areas: 1) Observation; 2) Use of Equipment/Materials and Work Space; 3) Appropriate Use of Time; 4) Production; 5) Attendance; 6) Dependability/Punctuality; 7) Ability to Speak & Understand English; 8) Appropriate Dress; 9) Attitude.

Bi-weekly evaluations are used to note the progress of each trainee. These reports are distributed to the project administrator, the program coordinator, the job developer and the counselor. Each staff member reads the report, initials it and takes action as indicated by the report. Trainees who are having difficulties in any of the above noted area, or who are in need of special attention are thus identified and corrective action can be taken within a two week period. The Bi-weekly progress report also alerts the job developer and employability counselor when the trainee is approaching the job readiness stage. Once the trainee has achieved competency for employment, a form listing the competencies mastered is completed.